



# SC Annual School Report Card Summary

Estill Middle School  
Hampton District 2  
Grades: 6-8 Enrollment: 252  
Principal: Dr. Raedell Brown  
Superintendent: Dr. Beverly Gurley  
Board Chair: Reverend Benjamin Burison

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	F	Priority
2011	At-Risk	At-Risk	N/A	N/A	Not Met	N/A
2010	At-Risk	Below Average	N/A	N/A	Not Met	N/A

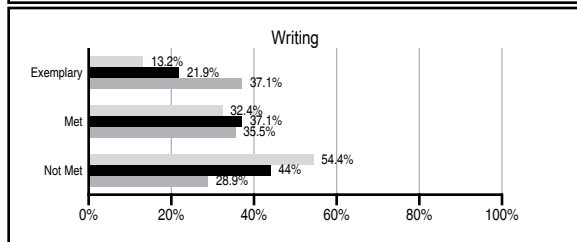
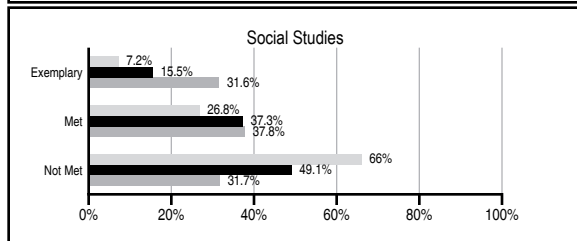
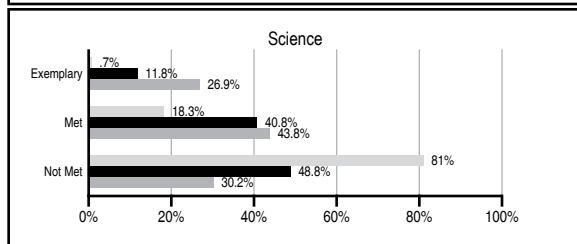
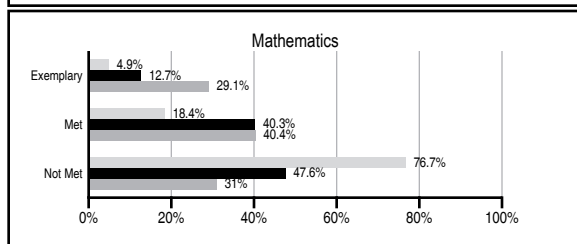
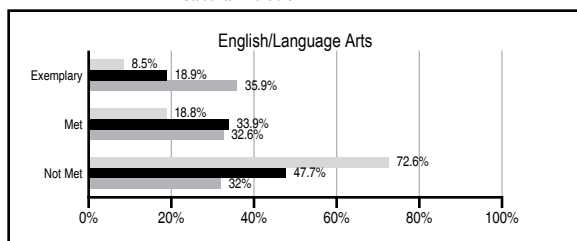
## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	1	25	23	21

\* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

### READING - GRADE 8 (2011)

South Carolina	28	45	25	2
Nation	25	43	29	3
% Below Basic % Basic, Proficient, and Advanced				
	Below Basic	Basic	Proficient	Advanced

### MATH - GRADE 8 (2011)

South Carolina	30	38	25	7
Nation	28	39	26	8
% Below Basic % Basic, Proficient, and Advanced				
	Below Basic	Basic	Proficient	Advanced

### SCIENCE - GRADE 8 (2009)

South Carolina	45	32	22	1
Nation	38	33	28	1
% Below Basic % Basic, Proficient, and Advanced				
	Below Basic	Basic	Proficient	Advanced

## END OF COURSE TESTS - 2012

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	50.0	87.9
English 1	52.4	76.6
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	51.4	85.7

## SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

# Estill Middle School [Hampton District 2]

## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=252)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	8.5%	Up from 0.0%	15.0%	22.9%
Retention rate	1.3%	Down from 5.2%	1.2%	0.8%
Attendance rate	94.5%	Down from 95.3%	95.8%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.2%	Up from 0.4%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=16)</b>				
Teachers with advanced degrees	37.5%	Down from 43.8%	59.3%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	65.7%	Down from 70.1%	79.9%	86.7%
Teacher attendance rate	92.2%	Down from 94.6%	95.2%	95.2%
Average teacher salary*	\$44,785	Down 4.4%	\$43,350	\$46,422
Classes not taught by highly qualified teachers	34.8%	Up from 21.6%	3.0%	2.0%
Professional development days/teacher	7.6 days	Down from 12.5 days	9.1 days	10.0 days
<b>School</b>				
Principal's years at school	1.0	No Change	2.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 23.5 to 1	19.0 to 1	22.0 to 1
Prime instructional time	83.4%	Down from 85.3%	89.6%	90.1%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	65.0%	Up from 43.5%	98.1%	98.8%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	\$12,553	Down 2.4%	\$9,384	\$7,245
Percent of expenditures for instruction**	42.5%	Down from 54.2%	58.6%	63.1%
Percent of expenditures for teacher salaries**	39.7%	Down from 49.3%	53.2%	60.9%
ESEA composite index score	22.0	N/A	68.3	88.1

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	56	43
Percent satisfied with learning environment	40.0%	34.0%	58.1%
Percent satisfied with social and physical environment	68.4%	34.7%	43.9%
Percent satisfied with school-home relations	38.9%	50.0%	72.5%

\*Only students at the highest middle school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Estill Middle School is to prepare students to be successful, responsible citizens by providing challenging educational experiences. It gives me great pleasure to report on our educational success at Estill Middle School to the people of Estill for the 2011-2012 school year. Estill Middle School has implemented several initiatives that have improved the overall school climate and academic achievement. The implementation of the Early Bird program allows students to engage in activities such as math bingo, flash cards and other fun activities in homeroom that has enhanced our acceleration. The Positive Behavior Intervention Support (PBIS) is an incentive program that has impacted student's academic and behavior transformations in and out of the classrooms. Students look forward to receiving "gator" bucks (PBIS money) in order to purchase items such as pencils, book bags, paper, etc. from the PBIS store. The Direct Instruction classes are comprised of English Language Arts and Math skills that students are expected to master. It is regularly evaluated at three junctures: exercise by exercise during lessons, day to day at the completion of entire lessons and formally at five or ten lesson intervals using mastery test and reading checkouts built into the program. The mastery assessment determines the promotion of student to accelerate to the next level in the curriculum. One of the barriers that inhibited progress was the late arrivals of teachers at the beginning of the school year. Additionally, there was another teacher change over in three major core areas which were Science, Social Studies, and Math after the December break. Unfortunately, in February, there was a loss of a teacher in a major core area which was ELA. Other initiatives such as Career Tech Coordinator, Gear Up, Gentleman's Club Program and Guidance Department (Career Fair) this year have made a major impact on our student's career expectations.

Mr. Willie Brown, Chairperson SIC  
Dr. Carl Williams, Principal

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status